

Community School - Independent Alternative Education

School Accountability Report Card



GRADES 5-12

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Bernadine Hollingsworth, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

The Community School/Independent Alternative Education school is composed of two programs, Community School and Independent Alternative Education.

Independent Alternative Education (IAE) is an instructional strategy of San Bernardino County Superintendent of Schools (SBCSS) Community School. Board adopted policy 315 delineates the scope, purpose and conditions and demonstrates adherence to Title 5, CCR Ch 13, 11701 in the implementation of independent study. In IAE students may reach curriculum objectives & fulfill graduation requirements outside of the regular classroom setting. IAE is a voluntary option in which no student may be required to participate. Students participating in IAE have the same access to the existing services & resources as students enrolled in regular county alternative education classrooms.

The SBCSS Alternative Education Program provides all students with a safe and secure environment in which to pursue academic goals through innovative instructional strategies. The Independent Alternative Education and Community School serve students throughout the county. Students are referred to SBCSS school programs for a variety of reasons. Reasons for referral may be: expelled from the district of residence, referred through the School Attendance and Review Board process, or are referred by the Probation Department. San Bernardino County Children's Services Department may also refer students. Students who wish to enroll by parent request may do so with district approval. Independent study is an alternative to classroom instruction consistent with the school district's course of study and is not an alternative curriculum. Students meet weekly with a certificated teacher, and do independent work for the balance of the week. Students in all programs are taught a Standards-based curriculum and participate in state mandated testing programs. Through IAE, the goal is to develop in students the highest degree of performance, self-confidence, self-esteem and motivation relative to each student's abilities while he/she makes progress toward the next grade level and/or earns credits toward high school graduation.

Parental Involvement

Parents are actively involved in Independent Alternative Education (IAE) through continuous participation with the enrollment, Master Agreement and assignment appointments with the student's Supervising Teacher. Parents are also contacted, informed about and encouraged to attend any/all School Site Council and English Learner Advisory Committee meetings. Family counseling is provided by Counseling Interns and their clinical Counseling Manager. Parents attend the New Student Orientation at the onset of enrolling into IAE. At that time, they plan and review procedures of IAE, Master Agreements are signed, and students are given their first assignment. Parents may also meet with the teacher at each scheduled weekly lesson time. Appointments are available for additional opportunities to collaborate.

For more information on how to become involved, contact Bernadine Hollingsworth, Principal, at (909) 890-9318 ext. 203.

School Safety

The School Safety Plan was last reviewed on February 18, 2011. Each teacher was issued a copy of the Safe Schools handbook containing behavior management strategies and practices to promote a safe learning environment. Teachers and administrators from within the County Schools programs developed this handbook. Students have the opportunity to work with counselors and participate in a social skills curriculum. For student safety, regular fire and emergency drills are conducted on individual sites. SBCSS applied for and was awarded a Federal Safety Planning Grant for 2006-2008. The grant has allowed us to contract with consultants to update safety planning to meet the needs of our unique situations. Plan refinement and staff training are in process as a result of this grant. An Emergency Response Management Plan was also developed under this grant.

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Gary S. Thomas Ed.D.
Superintendent

Mission Statement

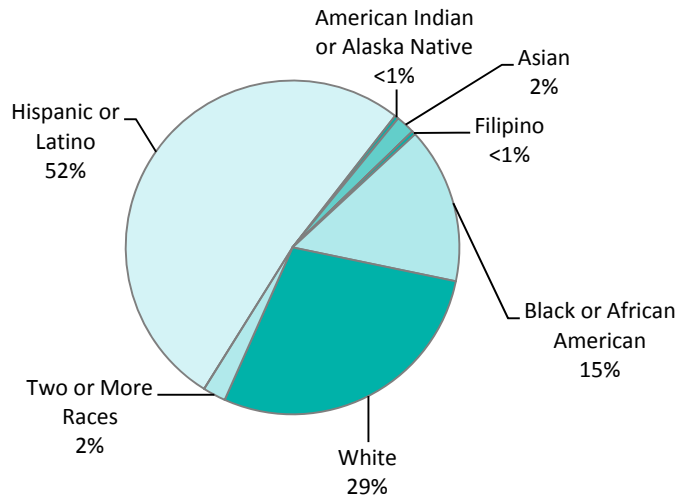
The mission of San Bernardino County Superintendent of Schools is to transform lives through education. Working in collaboration with school districts, other agencies, families and our community partners, we provide leadership, advocacy and services to ensure innovative, inspiring educational practices. This endeavor is essential to the quality of life and economic vitality of our communities.

San Bernardino County Superintendent of Schools Alternative Education provides all students with a safe and secure environment in which to pursue academic, personal and career goals through innovative instructional strategies.

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment and Demographics

The total enrollment at the school was 271 students for the 2010-11 school year.*



Student Enrollment by Group

IAE	
Socioeconomically Disadvantaged	81.2%
English Learners	20.7%
Students with Disabilities	7.7%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Suspension and Expulsion Rates					
	IAE			SBCOE		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.008	0.135	0.967	0.531	0.538	0.356
Expulsion Rate	0.000	0.000	0.000	0.001	0.000	0.000

Professional Development

During the 2010-11 school year, all staff had opportunities to participate in site-based staff development during after-school workshops, individual mentoring opportunities, and outside conferences in addition to all day Saturday training. Professional development focused on instructional strategies, enhancing the curriculum, safe practices, and classroom management. Teachers who needed to meet highly qualified status in specific content areas also participated in staff development focused on meeting those requirements: VPSS coursework, Autism Certification, and EL Certification.

For the 2008-09 school year, we dedicated two days for professional development. In 2009-10, there were no days, and in 2010-11, there were two days dedicated for professional development.

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
Grade 7	
Four of Six Standards	23.1%
Five of Six Standards	15.4%
Six of Six Standards	30.8%
Grade 9	
Four of Six Standards	29.4%
Five of Six Standards	23.5%
Six of Six Standards	0.0%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			07/01/2011
Date of the Most Recent Completion of the Inspection Form			07/01/2011

School Facilities

IAE classrooms are located on the campuses of SBCSS Community Schools and/or Community Day Schools. Classrooms are maintained in a manner that assures that they are clean, safe and functional as determined during the 2011-12 inspection period (7/1 – 10/30/11). The sites are free of gas leaks, and nonfunctional heating, ventilation, fire sprinklers or air conditioning systems. There are no known hazardous materials posing a threat to staff or students, and no structural damage creating a hazardous or uninhabitable condition. Classrooms are cleaned by a contracted custodial service. The established cleaning schedule including daily checks/cleaning ensures clean and safe classrooms. IAE, along with Eighth Street CDS and Tri City CDS, has a new school facility.

The July 2009 Budget Act suspended funding for new Deferred Maintenance extreme hardship projects until July 1, 2013. It also suspends the district matching share requirement for Deferred Maintenance from fiscal years 2008-09 through 2012-13.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Career Technical Education Programs

Career Workability Advocate SBCSS

- Our Career Advocate works directly with the teacher and student. This instruction is tied in with the subjects of English, Life Skills/Work Readiness A & B, Computer Literacy and Personal/Social Development
- The SBCSS Career Advocate does presentations and one-on-one development as needed for any of our students. Skills instructed are resume writing, applications, job interviewing and follow up.
- Part of the specific grant our Career Advocate receives is for RSP students. If one of these students does start a job; the grant pays for some of the students hours.
- Measurable outcomes are our students sending resumes to employers, having our students granted interviews by local companies and the hiring of students.

Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	◇
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	◇
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	◇
◇ Information not available.	

Class Size

Class size data is not available due to the nature of the programs offered.

Textbooks and Instructional Materials

Textbooks are adopted annually from the most recent State-approved or local governing board approved list, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home as appropriate to their IEP goals and objectives or course of study.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading-Language Arts	Houghton Mifflin <i>A Legacy of Literacy (K-6)</i>	2003
Reading-Language Arts	Prentice Hall <i>Literature (6-12)</i>	2002
Reading-Language Arts	Hampton-Brown: <i>High Point (EL and Intervention)</i>	1997
Mathematics	MacMillan/McGraw-Hill <i>California Mathematics: Concepts, Skills and Problem Solving (K-5)</i>	2009
Mathematics	Glencoe/McGraw-Hill <i>California Mathematics: Concepts, Skills and Problem Solving (6-7)</i>	2008
Mathematics	Glencoe/McGraw-Hill <i>California Mathematics: Concepts, Skills and Problem Solving, a Pre-Algebra Course (8)</i>	2008
Mathematics	Glencoe/McGraw-Hill <i>California Algebra I: Concepts, Skills and Problem Solving (8)</i>	2008
Mathematics	Holt, Rinehart and Winston: <i>Holt Geometry (9-12)</i>	2008
Mathematics	Holt, Rinehart and Winston: <i>Holt Algebra II (10-12)</i>	2008
Science	McGraw-Hill: <i>Science (K-6)</i>	2008
Science	Glencoe Science: <i>Focus on Life Science (7-8)</i>	2007
Science	Glencoe Science: <i>Focus on Physical Science (7-8)</i>	2007
Science	Glencoe Science: <i>Life's Structure and Function (9-12)</i>	2002
Science	Glencoe Science: <i>Human Body Systems (9-12)</i>	2002
Science	Glencoe Science: <i>The Changing Surface of Earth (9-12)</i>	2002
Science	Glencoe Science: <i>Waves, Sound and Light (9-12)</i>	2002
Science	Glencoe Science: <i>Ecology (9-12)</i>	2002
History-Social Science	MacMillan/McGraw-Hill: <i>California Vistas (K-6)</i>	2007
History-Social Science	Globe Fearon: <i>Pacemaker Curriculum, World History (7 & Intervention)</i>	2002
History-Social Science	Holt, Rinehart and Winston: <i>Holt World History: The Human Journey (7 & 10)</i>	2005
History-Social Science	Holt, Rinehart and Winston: <i>Holt American Nation, Full Volume (8 & 11)</i>	2005
History-Social Science	Steck Vaughn: <i>World Geography and You (9)</i>	2009
History-Social Science	Holt, Rinehart and Winston: <i>Holt American Government (12)</i>	2003
History-Social Science	Holt, Rinehart and Winston: <i>Holt Economics (12)</i>	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

IAE	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
Science Laboratory Equipment (Grades 9-12)	✧
✧ Not applicable.	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

IAE	
Currency of Textbook Information	
Data Collection Date	10/2011

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

IAE	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	IAE			SBCOE			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	8%	7%	11%	27%	29%	35%	49%	52%	54%
Mathematics	4%	5%	7%	20%	25%	31%	46%	48%	50%
Science	7%	9%	10%	5%	5%	7%	50%	54%	57%
History-Social Science	4%	2%	1%	2%	2%	3%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	35%	31%	7%	3%
All Students at the School	11%	7%	10%	1%
Male	8%	7%	9%	1%
Female	15%	8%	10%	1%
Black or African American	5%	3%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	10%	9%	9%	1%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16%	8%	13%	3%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	11%	8%	9%	1%
English Learners	6%	6%	❖	❖
Students with Disabilities	❖	8%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						IAE — Actual API Change		
	IAE		SBCOE		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	66	538	343	524	4,683,676	778	35	48	-37
Black or African American	8	■	62	490	317,856	696	■	■	■
American Indian or Alaska Native	0	■	1	■	33,774	733	■	■	■
Asian	1	■	5	■	398,869	898	■	■	■
Filipino	1	■	6	■	123,245	859	■	■	■
Hispanic or Latino	36	507	201	509	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	■	■	■
White	18	569	59	583	1,258,831	845	■	■	■
Two or More Races	0	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	46	528	273	512	2,731,843	726	■	■	■
English Learners	8	■	69	483	1,521,844	707	■	■	■
Students with Disabilities	3	■	118	554	521,815	595	■	■	■

* Community School-Independent Alternative Education is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	IAE		SBCOE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	No	No	Yes
Percent Proficient	No	No	No	Yes
API	No		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	IAE	SBCOE
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement	7	
Percent of Schools Identified for Program Improvement	77.8%	

Types of Services Funded

School Site Plans provide for many support services such as teacher training, school counselors, tutoring, supplemental materials, etc. Title I, Part A money is spent according to the school plan and under the direction of the IAE School Site Council. Textbook funds are spent by the Alternative Education Curriculum Team on state approved texts and materials. These are distributed to IAE teachers. There are additional funds available to support staff and student learning at IAE. Teacher training funds are used to help all teachers become NCLB qualified. Title III is used for EL certification preparation and testing, additional EL materials, etc. Another support item is a safety plan which was piloted in the West End of SBCSS. This project covers both alternative and special education sites and operational for the 2010-11 school year. Various staff were involved in developing this comprehensive plan that includes not only school personnel but city and county officials as well. Safe and Drug Free funds support the Manager for Clinical Services position. This position oversees all of the counselors at the Community Schools and Community Day Schools in SBCSS. Supplemental programs include counseling services for students and their parents. Specific counseling components are offered for students whose local school district reinstatements require participation in intervention programs such as Anger Management, Drug/Alcohol Awareness, etc. IAE Students also have supplemental tutoring services available to them for CAHSEE prep, specific academic needs or English Language Learner support.



“The SBCSS Alternative Education Program provides all students with a safe and secure environment in which to pursue academic goals through innovative instructional strategies.”

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	IAE	SBCOE
All Students	✘	✘
Black or African American	✘	✘
American Indian or Alaska Native	✘	✘
Asian	✘	✘
Filipino	✘	✘
Hispanic or Latino	✘	✘
Native Hawaiian or Pacific Islander	✘	✘
White	✘	✘
Two or More Races	✘	✘
Socioeconomically Disadvantaged	✘	✘
English Learners	✘	✘
Students with Disabilities	✘	✘

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
IAE	74.30%	72.96%	76.66%	37.4%	53.6%	57.3%
SBCOE	74.30%	72.96%	76.66%	44.9%	32.9%	38.5%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

Advanced Placement Courses

Advanced Placement Courses are not offered at San Bernardino County Office of Education Schools.

✘ San Bernardino County Office of Education does not graduate students. The district of residence maintains authority over graduation requirements and thus students return to the district of residence prior to completing 12th grade.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

UC/CSU courses are not offered at San Bernardino County Office of Education Schools. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.



California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
IAE	6%	12%	18%	9%	15%	16%
SBCOE	8%	7%	11%	9%	4%	8%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	89%	8%	3%	92%	8%	❖
All Students at the School	82%	15%	3%	84%	16%	❖
Male	94%	3%	3%	90%	10%	❖
Female	68%	29%	4%	79%	21%	❖
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	91%	6%	3%	90%	10%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	68%	32%	0%	72%	28%	❖
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	84%	12%	4%	89%	11%	❖
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
Teachers	SBCOE	IAE		
	10-11	08-09	09-10	10-11
With Full Credential	331	12	13	2
Without Full Credential	5	0	0	0
Teaching Outside Subject Area of Competence		5	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	IAE		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
IAE	◇	◇
All Schools in District	91.89%	8.11%
High-Poverty Schools in District	91.89%	8.11%
Low-Poverty Schools in District	◇	◇

- ◇ Not applicable.
- ◇ Information not available.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.05
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.05
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	0.05



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	SBCOE	Similar Sized District
Beginning Teacher Salary	◇	◇
Mid-Range Teacher Salary	◇	◇
Highest Teacher Salary	◇	◇
Average Principal Salary	◇	◇
Superintendent Salary	◇	◇
Teacher Salaries — Percent of Budget	◇	◇
Administrative Salaries — Percent of Budget	◇	◇

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
IAE	\$0	\$52,208
SBCOE	\$12,753	\$69,598
California	\$5,455	\$70,570
School and District — Percent Difference	*	-33.3%
School and California — Percent Difference	*	-35.2%

◇ Information not available.

* A percentage cannot be calculate when one of the number is 0 (site unrestricted sources per pupil).

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
IAE	
Total Expenditures Per Pupil	\$4,721
Expenditures Per Pupil From Restricted Sources	\$4,721
Expenditures Per Pupil From Unrestricted Sources	\$0
Annual Average Teacher Salary	\$52,208



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